

**CALIFORNIA DEPARTMENT OF EDUCATION
ACCOMPLISHMENTS FOR 2004-05 AND 2005-06**

**OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Chief Deputy Gavin Payne**

- Since State Superintendent of Public Instruction Jack O'Connell took office, California students have steadily improved their achievement on statewide academic achievement tests. Improvement has continued even as the tests have grown more rigorous to reflect California's world-class standards.
- Superintendent O'Connell began a statewide and national discussion on improving high schools. As the *Sacramento Bee* editorialized, "Superintendent of Public Instruction Jack O'Connell seeks to update California's graduation requirements to meet 21st century needs." O'Connell has focused on increasing the rigor and relevance of high school coursework such as expecting our high school graduates to take four years of English, three years of mathematics, and at least two years of lab sciences so that graduates are better prepared for college or careers.
- Superintendent O'Connell has been a national leader in implementing the federal No Child Left Behind Act in a way that furthers the goals of high standards and accountability while recognizing California's unique needs. He brought together 17 states to lobby the federal government to recognize that our schools should be judged on improvement, not arbitrary lines drawn in the sand. Since his advocacy began, the U.S. Secretary of Education has agreed to additional flexibility and created a task force to consider Superintendent O'Connell's concerns.
- Superintendent O'Connell has placed significant focus on reducing the bureaucracy that Sacramento imposes on our schools and districts. He believes strongly that the more we free up our schools from superfluous paperwork and reporting, the more educators can focus on helping students learn. As a result, The Superintendent's Paper Reduction Initiative successfully eliminated more than 10 percent of the information required by the state from local schools, districts, and programs. It also reduced by 37 percent the number of questions asked on all forms.
- Superintendent O'Connell has also spent his years in office advocating, school-by-school, community-by-community, for increased resources for our public schools. He has been a statewide leader in advocating for full funding under California's constitutional guarantee for schools and has led the charge to hold the Governor to his promise to our schoolchildren.
- Superintendent O'Connell is the original author of the voter-approved initiative to lower the approval threshold for school bonds to 55 percent, down from a minimum of two-thirds voter approval, in order to make it easier for communities to raise funds for local schools. During Superintendent O'Connell's tenure, the public has clearly shown they agreed with this emphasis as voters have approved 234 out of 269 local school bond measures worth more than \$30.3 billion that allow school districts to seek matching state funds to build new schools and modernize older facilities.
- Superintendent O'Connell has also placed emphasis on college readiness and has sought to ensure we are doing everything possible to encourage and prepare our

students to pursue higher education. Since Superintendent O'Connell took office, three separate organizations produced studies showing that more students are eligible to go to college and are performing better on college admissions tests than in prior years.

- A longtime advocate for school construction and author of several landmark school construction bills, California has enjoyed the fruits of Superintendent O'Connell's labor and has opened 307 new schools, including 76 elementary, 44 middle, 90 high schools, and 97 other facilities such as continuation and alternative schools during his tenure.
- Superintendent O'Connell has also been a statewide leader in advocating for preschool for all. He has worked to create quality preschool standards and joined with child advocate Rob Reiner and others to support a June 2006 ballot initiative to bring preschool to all California's 4-year olds.
- Superintendent O'Connell has also been a leader in advocating for healthy children. The Superintendent knows that physical health affects learning, and believes schools have a critical role to play in developing lifelong habits of nutrition and fitness. He has supported a host of changes in our schools from how we teach about health to the foods we serve in our school cafeterias – all in order to promote and support a culture of health.
- As a major proponent of smaller student-to-teacher ratios, Superintendent O'Connell wrote the education reform law that implemented class size reduction for kindergarten through grade three. He also fought for funding that allowed schools to expand class size reduction to additional grades.
- But Superintendent O'Connell's work for California's schoolchildren is not done. In addition to continuing the important work he has already started, his top priorities for a second term are:
 - Continue to increase student achievement.
 - Work to further close the achievement gap.
 - Provide more funding for education.

Legal & Audits

General Counsel Marsha Bedwell

- The California Association of State Auditors completed an in-depth external peer review of the Audits and Investigations Division's audit processes and quality controls. The Association deemed for the first time that the Division satisfactorily complied with both Government Auditing Standards and the International Standards for the Professional Practice of Internal Auditing. This is a significant accomplishment during O'Connell's administration because the last Association peer review, which was conducted in 2001, deemed that the Division's audit processes did not meet Government Auditing Standards and did not provide for adequate audit quality controls.
- In accordance with the Financial Integrity and State Managers Accountability Act of 1983, the Division completed a biennial review of the California Department of Education's (CDE) internal accounting and administrative controls. As a result, O'Connell was able to certify to the Director of Finance that CDE has met the

biennial requirements of the Accountability Act, and that CDE's internal accounting and administrative controls are adequate to safeguard state assets.

ASSESSMENT & ACCOUNTABILITY BRANCH
Deputy Superintendent Bill Padia

- The Branch saw the successful establishment of a new unit whose work is vital to state policy and implementation of federal and state laws: The No Child Left Behind (NCLB) Implementation and Coordination Office, located in the School and District Accountability Division. This office assumes lead responsibility for the formulation and implementation of strategies to carry out policies, programs, and priorities of the Superintendent of Public Instruction, CDE, and the State Board of Education. The unit supports work relating to NCLB within the unit and across different branches in CDE; staff also communicate and negotiate with the U.S. Department of Education and with outside education organizations on NCLB implementation issues for California. In addition, the unit has been instrumental in the establishment of the newly redesigned Categorical Program Monitoring process.
- The Branch led the 2005 California State Employees Charitable Campaign. This was accomplished with the support of more than 30 division campaigners throughout CDE and with the support of the Finance, Technology, and Administration Branch, which will spearhead the campaign in the fall 2006. The demands for charitable contributions were heavy during 2005, but CDE employees responded generously during the campaign, raising more than \$86,000 in contributions for the coming year.

Data Management Division
Director Keric Ashley

- Statewide Student Identifiers were assigned to 99.5 percent of California's public school students. The Identifiers are the first critical step toward the development of the California Longitudinal Pupil Achievement Data System that will enable the calculation of more accurate drop out and graduation rates and the longitudinal analysis of student achievement.
- CDE successfully competed for a \$3.255 million federal grant to support the development of the System.
- Since January 2005, the division eliminated and consolidated nine data collections. Worked with the Legislature to pass Assembly Bill 110 (Ruskin), which eliminated four mandated data collections and voiced the Legislature's intent to support the department's efforts to "minimize data redundancy, maximize data value, and reduce the reporting for local education agencies."
- Twenty-nine local educational agencies received \$31 million in Enhancing Education Through Technology Competitive Program Grants and nearly 900 local educational agencies received an equivalent \$31 million to integrate technology into the curriculum. These funds will help students to prepare for high school, college, or jobs in an increasingly technology-rich and academically competitive future.

**Policy & Evaluation Division
Position Vacant**

- Produced and published the new 2004 District Program Improvement list.
- Implemented new and improved data review processes for both State Testing and Reporting and California High School Exit Exam programs.
- Designed, implemented, and published the new and improved Accountability Progress Report formats with navigation bars and charts and met the extremely ambitious deadline for publishing it prior to August 31, 2005.
- Revised the NCLB accountability workbook.
- Adjusted the 2004 Base Academic Performance Index content weightings to accommodate both the addition of two new tests in 2004 and the deletion of the Norm Referenced Test except from grades three and seven.
- Planned and successfully executed various award programs including the California Distinguished School Award Ceremony, Teachers of the Year, and Presidential Awards for Excellence in Mathematics and Science Teaching.
- Revised the School Accountability Report Card to conform to requirements of Senate Bill 550 (implementation of settlement agreement in *Williams, et al. v. State of California, et al.*)

**Standards & Assessment Division
Director Deborah Sigman**

- Standards and Assessment began the development of two new Standardized Testing and Reporting Program tests: the California Modified Assessment and the Standards-based Test in Spanish. The California Modified Assessment will better serve the assessment needs of California's students with disabilities. The Standards-based Test in Spanish will provide teachers and parents another assessment indicator for students learning English.
- The class of 2006 will be the first class for which the California High School Exit Examination is a requirement for a high school diploma.
- For the 2004-05 school year, nearly one-half million grade ten students took the California High School Exit Exam.
- California supported the assessment of more than 40,000 General Education Development (GED) test candidates in 200 testing centers located throughout California.
- California successfully conducted the largest state National Assessment of Educational Progress assessment in United States history. More than 900 California elementary, middle, and high schools participated in the 2005 assessment. More than 90 percent of the school districts and schools selected for the National Assessment of Educational Progress were able to electronically submit their student lists. This was among the highest rates for any state where centralized list filing was not possible.
- More than 1.3 million English learners who took the annual California English Language Development Test in 2004 showed that 47 percent scored at early

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advanced or advanced overall in English proficiency, compared to 43 percent who took the test in 2003.

- The 2005 Standardized Testing and Reporting Program results showed California's public school students are making widespread gains in nearly every subject and grade level tested.

CURRICULUM & INSTRUCTION BRANCH **Deputy Superintendent Sue Stickel**

Child Development Division **Director Michael Jett**

- The Child Development Division has allocated more than \$2.35 billion in federal and state funds to serve approximately 596,000 children and 431,000 families in its preschool and childcare and development programs. Another 24,800 children are served in family literacy programs, along with approximately 27,200 adults.
- The Child Development Division has developed the *Infant/Toddler Learning and Development Guidelines*, which is to be published in March 2006. This comprehensive document describes and promotes high-quality experiences that infants and toddlers need to prosper. It is aligned with the *Prekindergarten Learning and Development Guidelines*, which was published by CDE in 2000. Together both of these guidelines lay the foundations for early learning and readiness for school.
- The Child Development Division has developed the resource guide, *Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning*. It is being published and is to be available in February 2006. The guide provides teachers with the knowledge and tools needed to more effectively work with preschool English learners. It was developed with the help of a panel of experts having practical, academic, and research backgrounds, and it was piloted and refined using the suggestions of 50 focus group participants. Statewide trainings using this resource guide will be conducted from February through June 2006.
- The 11th Annual Migrant Even Start Conference was held in Sacramento from November 16-18 and included approximately 380 educators, as well as 37 parents. The State Superintendent of Public Instruction was able to address the conference this year, and his presentation on the need to serve 4-year-olds was very well received.

Professional Development & Curriculum Support Division **Director Donald Kairott**

- The Division's Curriculum Leadership Unit accomplished the following:
 - The publication of the NCLB *Teacher Requirements Resource Guide* was recognized as a national model by the U.S. Department of Education. It received a commendation in the federal Title II (Improving Teacher Quality) monitoring visit, June 2005, which noted that the Division had established

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- exemplary collaborative relationships across the divisions in the CDE, with the field, and with other agencies, most notably, the State Board of Education, California Commission on Teacher Credentialing,
- Association of California School Administrators, California Teachers Association, and California School Boards Association.
 - The *Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve* were approved by the State Board of Education in January of 2005. They communicate the essential skills and knowledge that all students need to maintain a physically active, healthy lifestyle. The *Physical Education Model Content Standards* will assist schools in establishing specific learning goals and objectives for physical education.
 - The Language Policy and Leadership Office accomplished the following:
 - Developed and implemented a system for Title III Local Education Agencies that failed to meet Annual Measurable Achievement Objectives for two consecutive years. Local educational agencies were provided with technical assistance to be able to submit a Title III improvement addendum to the local educational agency plan.
 - The Professional Development Unit accomplished the following:
 - The Administrator Training Program reauthorizes the present Principal Training Program and will be effective July 1, 2006.
 - The Mathematics and Science Leadership Unit accomplished the following:
 - The California Mathematics and Science Partnership Program has funded 41 partnerships throughout the state. There are 167 local educational agencies and 45 Institutes of Higher Education participating in various partnerships. The Program is federally funded at more than \$33 million. The purpose of the grant program is to improve the content and pedagogical skills of mathematics and science teachers across the state.
 - The 1,200 National Board Certified Teachers working in high priority schools each received a state-funded \$5,000 incentive award. CDE also distributed a \$1,150 federally funded candidate fee subsidy to 650 teachers seeking National Board for Professional Teaching Standards certification. The number of National Board Certified Teachers now teaching in California is more than 3,300.
 - The Reading/Language Arts Leadership Office accomplished the following:
 - California's Reading First program is aligned with the State Board of Education adopted instructional materials and assessments. In 2005 a major accomplishment was securing a fourth year of funding for more than 70 Reading First local education agencies.

School Improvement Division **Director Wendy Harris**

- Staffed and facilitated the Superintendent's P-16 Council in four plenary sessions and numerous teleconferences of the five subcommittees that resulted in the first set of High School Draft Recommendations presented December 9, 2005.

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- Co-sponsored with WestEd *On the Right Track 3*, a symposium where successful schools that participated in state or federal accountability support programs were able to share with other schools and districts struggling to make academic progress the factors and practices that led to their success.
- Conducted with the help of staff from county offices seven trainings around the state in the Fall 2005 to inform Program Improvement schools and their districts of the corrective action and school restructuring requirements in federal law, the best process by which schools and their districts should meet these requirements, and the various resources available to help.
- Added and trained new School Assistance and Intervention Teams for school intervention work and created standards and criteria by which District Assistance and Intervention Teams will provide district intervention services.
- Using CDE data, on-site observation, and data provided by participating schools through the High Priority Schools on-line annual reporting system, evaluated the effectiveness of various state and federal school improvement and reform programs. The analysis and evaluation information provided critical information on key areas of California school reform for federal reports, to facilitate the work of external assistance providers, and to provide legislative staff with information relevant to understanding program success.
- With the implementation of the entirely online version of the Private School Affidavit, pioneered the use of an electronic signature that allows the entire filing process to take place online. This innovation has resulted in a substantial reduction in paper handling and associated costs.

FINANCE, TECHNOLOGY & ADMINISTRATION BRANCH **Deputy Superintendent, Susan Lange**

Technology Services Division **Director Kevin Matsuo**

- **Clearinghouse for Multilingual Documents:** The 2004-05 California State Budget authorized CDE to develop a Clearinghouse for Multilingual Documents whose purpose is to improve the availability of parental documents that are translated into languages other than English, improve the availability of these documents at the local level, and reduce the local duplication of effort in document translation work. The Clearinghouse resides on the CDE Web site and allows local educational agencies to submit and access information about translated parental documents.
- **Integrated Apportionment System:** The Principal Apportionment System Rewrite project is complete and the new Integrated Apportionment System will be implemented for the first time for the 2005-06 P1 Apportionment. In the 2004-05 fiscal year, state funds apportioned by the principal apportionment system totaled more than \$20 billion for K-12 education. The Integrated Apportionment System is the primary tool used to determine and allocate the appropriate state funding amounts for each of the 58 County Offices of Education, 987 School Districts, 116 Special Education Local Plan Areas, and more than 400 charter schools.

- **Consolidation of the Public School Directory and the County-District-School Database:** Teams from the Technology Services Division, Curriculum Frameworks and Instructional Resources Division, and Data Management Division worked together for more than a year to consolidate their independent district/school databases into one central database. The consolidation will reduce the overall number of district and school updates performed by the Curriculum Frameworks and Instructional Resources Division and Data Management Division while providing consistent information for the California Public School Directory, the online School Directory search site, and many other programs and systems that use district and school information.
- **Implementation of Web Standards:** During this past year, the Technology Services Division has developed a number of documented and published standards, guidelines, and processes in mainly two areas – Web and Information Technology procurement. These standards, which have been developed with careful forethought, with input from the user forum, and published in a common location, such as the Intranet, provide practical guidance and examples of good practices to follow.

Well-documented Web standards ensures staff that post to our Web site adhere to a common look and feel, consistently follow the same process each time, ensure accessibility and usability, and provide a good return on investment. For Information Technology procurement, these standards ensure the department adheres to state mandates and regulations and ensure staff consistently follow the same process each time. Standards also have the added value of ensuring as staff move on, new staff will follow the same processes.

The Web Standards are located on the Intranet at <http://intranet.cde.ca.gov/toolkit/>. The Information Technology Procurement Standards are located on the Intranet at <http://intranet.cde.ca.gov/itsp/>

Fiscal and Administrative Services Division

Director Gerry Shelton

- **Improved administrative data on the CDE Internet and Intranet Web sites:** In order to provide more transparent fiscal information to local educational agencies and the public, as well as to streamline our own internal processes. An example of this is our continued implementation of the CDE Funding Master Plan that is standardizing processes and increasing the amount of publicly available information concerning funding opportunities and results related to programs administered by the CDE.
- **Continued to serve as a resource for information on education finance and the large fiscal policy issues that permeate the state's education budget:** The education community, Legislature, and media all look to CDE staff as a resource on issues such as Proposition 98, state mandates, and our education funding models. For example this year we worked to identify close to \$100 million in additional

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funding that will be due K-14 education as payments to settle-up Proposition 98 for the years 1995 through 2004.

- **Continued to provide funding for child development and child nutrition services to eligible students and their families:** By issuing more than \$2.1 billion in child development funds for the equivalent of 285,423 full-time children (as some of our children receive part-time service, the actual number of children and families assisted by these funds is greater), and by providing more than \$1.5 billion in child nutrition funds as reimbursement for more than two billion meals for California's children.

School and Fiscal Services Division

Director Scott Hannan

- Allocated more than \$30 billion in federal and state funds to school districts, county offices of education, and charter schools, including the money for California High School Exit Examination, the *Williams* settlement and categorical reform block grants plus the basic revenue limit.
- Aggregate very detailed data about each local educational agencies financial transactions and post it to Ed Data, a very informative Web site we partner in maintaining.
- Oversees the administration of the school districts that are under state control.

SCHOOL & DISTRICT OPERATIONS BRANCH

Deputy Superintendent, William Ellerbee

The School and District Operations Branch Office improved processes and procedures for meeting CDE deadlines.

- The Branch worked closely with the Legal Office to improve accountability with respect to promulgating regulations in a more timely fashion.
- The Branch convened, and staffed, the Superintendent's Advisory Committee on Nutrition Implementation Strategies to address CDE's role in improving the school nutrition environment in California schools.
- The Deputy Superintendent established the cross-branch Health, Nutrition, and Physical Education Implementation Team to implement and monitor the Superintendent's initiative, Healthy Children Ready To Learn. O'Connell made 25 specific commitments in this initiative, and this team is instrumental in ensuring CDE is moving forward to address the commitments.
- The Deputy Superintendent began a process to review and improve the job performance appraisal of all teachers and staff in the in the State Special Schools and Diagnostic Centers.
- After intensive review and analysis, the Deputy Superintendent approved the Nutrition Services Division's reorganization plan, which will be phased in over several months. The reorganization will provide better organization, services, and more accountability.

Charter Schools Division
Director Marta Reyes

- Charter schools division, completed first year as a division, greatly enhancing service to charter schools, at the same time holding them accountable.
- The Division initiated a Strategic Planning Process and work teams focused on critical charter school areas: adopted and emerging legislation, facilities, revolving loan program for new charter schools, NCLB, special education and child nutrition implications, nonclassroom-based charter schools, State Board of Education authorized charter schools, including all-charter districts, the Public Charter School Grant Program, and special collaboratives with the division directors from the CDE Legal Division, School Fiscal Services Division, and Audits and Investigations Division for policy review and development. The Division's goals continue to include streamlining data collection, improved use of data and data management within the Division, targeted technical assistance, the maintenance and expansion of the Charter Schools Division section on the CDE Web site, and a commitment to continuous improvement and support of high quality charter schools throughout the state.
- The Division developed new charter school regulations under Assembly Bill 1994 (Chapter 1058, Statutes of 2002) for statewide benefit charter schools that was adopted in June 2005.
- The Division revised Senate Bill 740 (Chapter 892, Statutes of 2001) regulations for nonclassroom-based schools funding determinations, currently pending review in the Department of Finance. These proposed regulations would establish an alternative to the existing method for determining the pupil-to-teacher ratio for nonclassroom-based charter schools; clarify the multi-year funding determination option; incorporate the facilities mitigation formula into the instructional costs formula; address virtual and online programs, and make clarifying changes to the determination of funding request forms and calculations for the 2005-06 fiscal year and beyond.
- The Division successfully completed the distribution of \$30 million for the first of three cycles of the Public Charter School Grant Program (2004-07) to support the development of new charter schools, expand successful charter schools, and disseminate best practices. New activities provided by the grant included a Web cast workshop for grant applicants and the recruitment of charter school experts from across the United States for the review and scoring of grant applications. All grant reviews and scoring were done via online teleconferencing as the result of a partnership with the Community College Chancellor's Office. Ninety-five of 220 grants were funded during the first grant cycle.
- The Division initiated a partnership with county offices and Fiscal Crisis and Management Assistance Team to conduct audits and investigations of financially challenged charter schools. The Division has developed a prototype document for these statewide audits and investigations of charter schools. Field testing will continue throughout 2005-06 resulting in a finalized product by June 2006.

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- The Division continued to improve the processing and tracking of all new charter petitions received by CDE. Seventy-five charter school petitions were received and reviewed to assure compliance with law. Staff reviews resulted in follow up with five local educational agencies to address issues of noncompliance prior to the recommendation for numbering by the State Board of Education. Responses in general were well received. Additionally, the Division implemented notification of the CDE when charter schools closed via e-mail to ensure critical information was received by all divisions in a timely manner.
- The Division continued to streamline the charter school petition, grant, and revolving loan files for ease of access and to ensure that all files were complete and cross-referenced. CSD hired a college student assistant to work with the associated work teams over the summer 2005 to complete this effort.
- The Division received a grant from the National Association of Charter School Authorizers to work with the Division in establishing a best practices compendium for oversight of State Board of Education-authorized charter schools, and to develop staff capacity and skills as a part of and in support of the Division's mission to be a nationally recognized leader among state departments of education for the support and expansion of high quality charter schools.
- The Division improved and enhanced the annual funding survey for all charter schools to ensure timely collection of data, and to assist in improving advanced apportionment disbursements to charter schools. The Division is working with the Technology Services Division to put the survey online to reduce the staff time allocation and to improve the accuracy of the input.
- The Division distributed \$31,459,914 in local assistance. More than 300 applications were received and evaluated by panels of charter school experts from across the nation:
 - \$18,629,914 was distributed through 50 start-up grants for final planning and the first two years of operation.
 - \$9,405,000 was distributed through 32 Implementation grants to provide funding for initial costs of approved charter schools during the first two years of operation.
 - The remainder of \$3,425,000 was distributed as grants from carryover resources from the preceding year.
- Regarding the Division's Revolving Loans Program:
 - The Division received 71 applications, the most applications ever received since the inception of the Program. Based upon the implementation of the timeline in 2003-04, approximately 55 loans were approved and processed in 2004-05, totaling more than \$11,975,000.
 - The Division created new Web pages and revised existing Web pages to facilitate public access to information regarding revolving loans and downloadable application materials.
 - The Division revised the Revolving Loans Program application materials and process to simplify the application process.
 - The Division developed a toolkit to provide the resources and tools to successfully complete an online application. The toolkit includes samples of documents that are needed to process an application, a start-up cost

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estimator that assists charter schools when preparing their budgets, spreadsheets for calculating, the general purpose block grant, including in lieu property taxes and the categorical block grant, and a sample cash flow budget and a sample multi-year budget.

- The Division implemented a new repayment schedule and a new application acceptance period to assure that funding is available to fund loans throughout the year.
- The Division ended 2004-05 with \$8,413,409 available for new loans.

Nutrition Services Division

Director Phyllis Bramson-Paul

- To assist schools and communities in their fight against childhood obesity, the Superintendent established the Advisory Committee on Nutrition Implementation Strategies. The Committee developed a comprehensive set of strategies that schools can use to improve the quality of food and beverages sold or served on school campuses. Its final report will be available in March 2006.
- In conjunction with CDE's Curriculum and Instruction Branch, the Division developed *Healthy Children Ready to Learn*, Superintendent O'Connell's White Paper on improving student health, nutrition, and fitness. The White Paper, organized around 25 department-wide commitments, serves as the blueprint for CDE's ambitious agenda for ensuring that children and youth attend school healthy, well prepared, and ready to learn.
- The Division partnered with the Department of Health Services and the University of California, Berkeley Center for Weight and Health so that CDE was, for the first time, an official sponsor of the third biennial "Childhood Obesity Conference" in San Diego, January 9-12, 2005. O'Connell provided a plenary presentation at the conference – the largest gathering of professionals on the topic of childhood overweight in the country. CDE also had its own conference track, which focused on promising strategies and programs to increase healthy eating and physical activity in schools, preschools, and after-school programs.
- The Division completed the final draft of *Taking Action for Healthy School Environments: Linking Education, Activity and Food in California Secondary Schools*. This document describes the impressive outcomes and program improvements in school food service and activity programs at selected sites, and serves as a blueprint for change that can be replicated by other school sites across California.
- The Division distributed to school districts a Management Bulletin transmitting a U.S. Department of Agriculture policy prohibiting soda and other foods of minimal nutritional value from being sold during meal periods anywhere reimbursable meals are sold or eaten. The Management Bulletin was posted on the CDE Web site in June 2005, and furthered O'Connell's commitment to creating a school environment that supports the health of students.
- The Division collaborated with the California Departments of Food and Agriculture, Social Services, and Health Services to adopt a State Nutrition Action Plan that was forwarded to U.S. Department of Agriculture in July 2004. The Plan focuses on

increasing fruit and vegetable consumption among adults and children in the state. The Agriculture Department considers California's Plan to be a model for the nation, resulting in CDE's participation the Agriculture Department's Food and Nutrition Service National Nutrition Education Conference in Arlington, Virginia last September.

- The Division was actively involved in initiating two statewide interagency collaborative partnerships to coordinate resources and to foster sustainable relationships between private businesses, farms, and schools. The Farm-to-School Steering Committee was formed to help increase local, seasonal produce offered in California schools and provide support with nutrition education, garden-based learning, farm field studies, and promotion of fruits and vegetables. The Farm-to-School Regional Meetings brought together farmers and child nutrition directors to help regions to implement the Farm-to-School program models.
- As part of the many commitments in CDE's White Paper, *Healthy Children Ready to Learn*, the Division helped school districts in adopting and implementing federally recognized Local School Wellness Policies that has garnered national attention. CDE sponsored Senate Bill 567 (Torlakson) that reiterates the federally-mandated Wellness Policy and ensures district policies comply with state nutrition requirements. The Division also partnered with other education agencies to send a letter to county and district superintendents and parent-teacher organizations that included information and support for districts to establish Wellness Plans. The Division also convened a Wellness Plan Collaborative Group to draft a guidelines document that will serve as a tool to help school districts develop local wellness policies.
- The Division provided technical guidance and support to the *DHS Nutrition Network* in the development of the first cycle of the Harvest of the Month Tool Kit, featuring 12 California-grown fruits and vegetables. The tool kit provides materials and resources to support healthy food choices through increased access and consumption of fruits and vegetables as well as encourage daily physical activity. Two additional cycles of the Tool Kit elements will be produced in the upcoming year featuring an additional 24 fruits and vegetables.
- The Division announced the implementation of the Community Child Nutrition Snack Project. The Division partnered with state and federal agencies to notify eligible agencies about this Project and to encourage their participation and conduct orientation sessions for interested sponsors. So far, 16 agencies were serving after-school snacks at 112 sites, meaning that within three months, the Division exceeded its annual goal of enrolling 100 after-school snack sites.
- In an effort to provide low-income children increased access to nutritious meals in the summer, the Division posted on the CDE Web site, contact information on a total of 2,605 summer feeding sites. This allowed parents and community agencies to find by zip code where children could go to receive a meal during school vacations.
- The Division worked with the Mexican Consulate and others in San Diego County to strengthen outreach efforts in the area to promote the Summer Food Service Program. The Consulate paid for a toll free number that the public can call to help locate SFSP sites in the County. This outreach effort nearly tripled the number of program sites available in the community in one year from 25 to 71, and is being

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highlighted as a best practice model for other Mexican Consulates to replicate throughout California.

- The Division awarded \$1,010,000 in School Breakfast and Summer Food Service Program Startup and Expansion Grants to 35 school districts representing 202 school sites. The Division gave extra consideration to schools implementing innovative strategies designed to markedly increase overall participation, such as “Universal Classroom Breakfast,” “Breakfast in the Classroom,” “Grab and Go Breakfast,” and “Recess Breakfast,” as well as expanding services through new sites, such as Women, Infants, and Children Supplemental Nutrition Program offices.
- The Division processed and approved 69 new applications for participation in the Child and Adult Care Food Program, 24 new applications for participation in the Summer Food Service Program, and 58 new applications for the School Nutrition Programs. This resulted in a 1 percent growth in daily participation for 58,000 children in the school lunch and breakfast program based on ADA; a 9 percent growth in daily participation for 28,000 children in the child care component of the Child and Adult Care Food Programs; and a 2.5 percent growth in daily participation for 8,200 children in the Summer Food Services Program.
- In order to further the understanding that hungry children cannot learn, CDE sponsored Assembly Bill 1392 (Umberg) that proposed to tighten some loopholes in districts’ ability to seek a waiver from the State Board of Education of the requirement that they provide a meal to each needy student attending summer school.
- The Division worked with a variety of organizations to increase the Department of Defense Fresh Fruit and Vegetable Program’s purchasing of California grown produce. As a result, the 2005-06 Department of Defense warehouse offering will include several new items grown by small California farmers and will connect small farmers and distributors to schools so they can sell their produce outside the Department of Defense program.
- The Division made a series of much-needed improvements in the operations of the Food Distribution Program’s two warehouses that were neglected for nearly 15 years as CDE considered contracting out its warehouse services. Specifically, the Division helped the Sacramento and Pomona distribution centers obtain a General Service CALCARD to purchase necessary parts for delivery trucks and forklifts. This resulted in timely deliveries and improvements in maintaining warehouse operations. The Division streamlined and standardized procedures used to approve warehouse purchase requests that resulted in shorter waits to receive parts needed for maintenance, repair of equipment, and all necessary purchases for warehouse operations. The Division also processed purchase requests for about \$700,000 worth of critically needed equipment to replace aging equipment that is expected to improve safety and more efficient operations.
- NSD made significant improvements in its training of local Summer Food Service program sponsors, including developing and conducting 10 conference calls for approximately 95 percent of returning Program sponsors. This allowed for more interaction with the trainers while ensuring the agencies received all of the necessary updates about the rules and regulations. This new cost-effective training

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option was well received by the participants and resulted in cost savings totaling at least \$15,000 for the Division.

School Facilities Planning Division

Director Kathleen Moore

- Represented Superintendent O'Connell on the State Allocation Board, which has apportioned more than \$14 billion in Propositions 55 and 47 school facilities construction and modernization funding since November of 2002.
- Approved more than 1,200 school construction and modernization projects throughout the state that meet stringent safety and educational adequacy requirements (Title 5). These projects represent 23,000 newly constructed and modernized classrooms and \$3.8 billion in facilities funding.
- Reviewed more than 300 proposed school sites for safety and educational appropriateness resulting in 105 final site approvals. During the process of school site selection, the Division must navigate through a sometimes controversial, always complicated, maze of technical, political, and educational complexities with objective professionalism.
- Apportioned \$1.6 billion in Class Size Reduction funding to 885 districts and 143 charter schools. Continued to provide assistance and oversight to this significant program established in 1996 to improve education, especially in reading and mathematics for children in kindergarten and grades one through three.
- Administered \$99 million in Qualified Zone Academy Bond credits to qualifying school districts through a lottery program.
- Graduated 62 instructors who will return to their home school districts and companies to train future California school bus drivers and instill in them the desire to provide California's next generation of students with the highest level of transportation safety and efficiency and thereby continuing a tradition of unsurpassed excellence.

State Special Schools & Services Division

Director Ronald Kadish

- The Division disseminated \$250,000 to 33 local educational agencies to train educational interpreters for students who are deaf or hard of hearing. The training will assist educational interpreters acquire the required competencies to improve their interpreting skills and meet the regulatory standard of certification by the Registry of Interpreters for the Deaf or equivalent by 2007.
- The Division provided \$250,000 to Palomar College to establish the Program for Interpreters in Educational Settings, a distance-learning program for educational interpreters for the deaf. This program provides training to 30 interpreters from rural areas in California where there are no local interpreter training programs available. The Program is intended to help these interpreters improve their skills so they may satisfy the regulatory requirement.
- The California School for the Deaf and the University of California, Los Angeles are implementing its Tobacco Prevention Grant to implement and evaluate a school-

based tobacco prevention and cessation program tailored to meet the unique needs of deaf and hard of hearing students.

- The School for the Deaf, CDE, and Hands On Video Relay Services were successful in obtaining a DS3 line at no cost to the state. This equipment provides a direct line to interpreters so that deaf staff and students can make video relay telephone calls. The line provides a faster and clearer connection than was possible by the existing T1 line, resulting in better service for deaf students and staff. Also, Sorenson Media agreed to set up two Video Relay Services Telephone Booths on the campus to allow deaf staff and students to make video telephone calls. The booths were set up at no cost to the school and resulted in an increase in the quality and availability of communication services for students and staff. Additional webcams were set up on campus for deaf students and staff who were connected to computer work stations. The increase in the number of webcams increases the efficiency in which staff can do business and makes it easier for students to contact their families and/or conduct business.
- The School for the Deaf's Outreach Department worked closely with the Regal Theater chain for the opening of its new 16-screen theater located nearby at the Riverside Plaza to ensure the deaf community would receive closed captioned movies. This means the deaf community will be able to view captioned new release movies within two weeks of the movies opening to the general public.
- The California School for the Deaf varsity football team this year set a new school record with 10 wins and two losses. Also, the team won its first conference championship title in addition to being named Deaf National Football Champions.
- The California School for the Deaf varsity cheer squad competed in the regional AAU cheer competition and won first place against teams from all-hearing public schools. Winning first place entitled them to participate in the AAU national competition where they won second place. This is the first time that any school for the deaf cheer squad reached the AAU nationals for competition.
- The California School for the Deaf boys track team became a three-peat champion of the Arrowhead League with an outstanding performance during the league championship meet.

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